

DOCUMENT RESUME

ED 280 541

JC 870 182

TITLE Feasibility Study of a Public/Independent Articulation Agreement: Report and Recommendations of the Postsecondary Education Planning Commission. 1987--Report 1.

INSTITUTION Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE 15 Jan 87

NOTE 46p.; Prepared in response to Section 32 of Committee Substitute for Senate Bill 726 (Chapter 86-145, Laws of Florida). Portions of appendices contain small print.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.

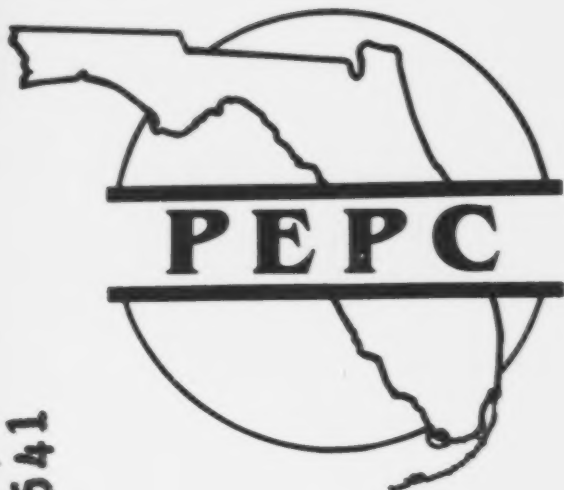
DESCRIPTORS Administrator Attitudes; *Articulation (Education); *Community Colleges; Government Role; *Intercollegiate Cooperation; Postsecondary Education; *Private Colleges; School District Autonomy; State Legislation; State Surveys; *Statewide Planning; Two Year Colleges; *Universities

IDENTIFIERS *Florida

ABSTRACT

In response to legislative mandate, a study was conducted to determine the feasibility of developing a comprehensive articulation agreement between public and non-public postsecondary institutions in Florida. As an initial step, state higher education officers in other states were surveyed, revealing that no state had such a comprehensive agreement. In addition, presidents and academic officers at 30 postsecondary institutions in Florida were surveyed by telephone to determine their preference for either a statewide comprehensive agreement, local agreements, or some other arrangement for articulation. Only 23% of the respondents supported the concept of a statewide agreement, while 33% preferred the concept of local articulation agreements and 44% supported the idea of local articulation agreements fostered by the state through the provision of guidelines and encouragement. The study also involved a telephone survey of registrars and admissions and articulation coordinators at 32 selected postsecondary institutions in Florida, which revealed that half of the public sector registrars did not perceive a need for a statewide comprehensive articulation agreement, while all but one of the independent sector respondents reported a need for such an agreement. Recommendations are included. Appendices provide relevant legislation, survey response data, examples of articulation, and a literature review. (EJV)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



ED280541

FEASIBILITY STUDY OF A PUBLIC/INDEPENDENT ARTICULATION AGREEMENT

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

P. Dallet

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U. S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Report and Recommendations of the Postsecondary Education Planning Commission

BEST COPY AVAILABLE

POSTSECONDARY EDUCATION PLANNING COMMISSION

D. Burke Kibler, III, Chairman
Lakeland

Michael B. Butler
Altamonte Springs

Angela S. DiCarlo
Tampa

Rosa Castro Feinberg
Miami

W. Richard Johnston
St. Petersburg

Robert B. Mautz
Gainesville

Rayma C. Page
Fort Myers

Harry L. Smith
Boca Raton

Jay Stein
Jacksonville

Alfred C. Williams
Daytona Beach

Ronald J. Zeller
Miami

Dr. Thomas E. Furlong, Jr., Executive Director

The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority, serves as an advisory body to the State Board of Education on all postsecondary education matters. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation directed that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs and branch campuses of public postsecondary education institutions; reviewing public postsecondary education budget requests for compliance with the State Master Plan; recommending to the Commissioner of Education proposals for support through the Postsecondary Cooperation Trust Fund; and periodically evaluating the State's 28 regional coordinating councils for vocational education, adult general education and community instructional services.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 304 Knott Building, Department of Education, Tallahassee, Florida, 32301; telephone (904) 488-7894.

POSTSECONDARY EDUCATION PLANNING COMMISSION

**Feasibility Study of a Public/
Independent Articulation Agreement**

Prepared in Response to
Section 32
of
Committee Substitute for
Senate Bill 726
(Chapter 86-145, Laws of Florida)

1987 - Report 1

January 15, 1987

FEASIBILITY STUDY OF A PUBLIC/INDEPENDENT ARTICULATION AGREEMENT

Section 32 of Chapter 86-145, Laws of Florida, which was passed by the 1986 Florida Legislature, directed the Postsecondary Education Planning Commission to "conduct a study to determine the feasibility of developing a comprehensive articulation agreement between public and non-public postsecondary institutions." The study is to be preceded by an assessment of need for such an agreement, with "the remaining areas of study... predicated on a finding that such an agreement is necessary." If deemed necessary, the study is to identify requisite components of an agreement, analyze predispositions of affected sectors, identify obstacles of development, and describe actions necessary for development, "if such an agreement is deemed feasible."

Florida is the national leader in articulation of student credits between public community colleges and state universities through the formal articulation agreement embodied in State Board of Education Rule 6A-10.024, FAC (Appendix A), the Articulation Coordinating Committee, and the Statewide Course Numbering System. This high level of articulation reflects the State's reliance on the two-plus-two system to provide baccalaureate opportunities to Florida citizens, with the community colleges as the primary point of access for the first two years of study. Independent institutions are eligible to participate in the Statewide Course Numbering System (Appendix B), and those students at independent institutions who receive state financial aid or participate in contract programs must meet the same CLAST requirements as public sector students.

As an initial step in the investigation the Commission surveyed state higher education executive officers in other states as well as The Southern Regional Education Board and the Western Interstate Commission on Higher Education. Information was requested on "any comprehensive articulation agreements between public and non-public (profit or non-profit) institutions" in any state.

Survey responses indicate that no state has such an agreement. Three states reported local agreements, usually between independent vocational institutions and public community colleges. One state reported individual arrangements with independent universities and colleges accepting public community college students.

One additional state, Utah, is developing an articulation agreement between nine public and three independent colleges and universities addressing how courses from the lower level may be applied to the upper level in specific disciplines. Transferability of credit, however, is covered by individual agreements with the three independent institutions and is not addressed by a statewide agreement.

Presidents and academic officers at 30 postsecondary education institutions in Florida, including nine state universities, eight community colleges, four public vocational-technical schools, and nine independent institutions: three secular colleges and universities, four proprietary schools, and two institutions with religious affiliations, were surveyed by telephone to determine their preference for 1.) a statewide comprehensive agreement, 2.) local agreements, or 3.) some other arrangement for articulation between public and independent postsecondary education institutions. Responses are reported in Appendix C.

Only 23 percent of the presidents and academic officers surveyed supported the concept of a statewide comprehensive articulation agreement between public and independent institutions. Most of these supporters of a statewide agreement (four of seven) are public community college presidents. Ten respondents (33%) supported the concept of local articulation agreements while the largest group of respondents (thirteen-44%) supported the idea of local articulation agreements fostered by the State through the provision of guidelines and encouragement. Of these thirteen respondents, nine were representatives of the public sector and four were from independent institutions. The overwhelming preference of presidents and academic officers, therefore, is for local articulation agreements, with the encouragement and perhaps general guidance of the State in the development of such agreements.

In addition to the above information, the Commission collected brief descriptions of numerous models of local articulation agreements between all types of institutions. Information on those between public and independent institutions is presented in Appendix D, including a copy of the agreement between the University of Miami and Miami-Dade Community College. This agreement was developed as part of a project by the Association of American Colleges with funds from the Andrew W. Mellon Foundation to enhance student transfer from public to independent institutions and increase minority access. The University of Miami was one of twelve colleges and universities (Jacksonville University was another) chosen to participate in the development of model articulation agreements to accomplish these goals.

The UM-MDCC agreement, covering a period of four years beginning in the Summer 1986, guarantees junior status at UM and the acceptance of 36 general education credits for MDCC Associate of Arts (AA) graduates, although some prerequisites may be required for certain majors. Miami-Dade Community College agrees to publicize and advise students of the agreement as well as to review the performance of AA graduates in UM academic programs and assess students' academic performance in terms of the success of the general education core courses. The agreement also provides for close consultation between the two institutions.

To further seek the opinions and thoughts of presidents and academic administrators, the Commission addressed and invited response from the Articulation Coordinating Committee, the Independent Colleges and Universities of Florida, the Florida Association of Accredited Private Schools, and the State Board of Community Colleges' Council on Instructional Affairs. Two members of the Articulation Coordinating Committee, both representing the State University System, expressed concern about the development of a statewide comprehensive articulation agreement between public and independent postsecondary education institutions.

The Provost and chief academic officer of a major state university noted the "tremendous diversity within private institutions in Florida" with many providing highly technical programs. This academic officer perceived "no need for a statewide articulation agreement between public and independent postsecondary institutions, which agreement would cause more problems than it would solve." He observed "no visible benefits to such an agreement," noting that the interests of educational institutions are best served through articulation agreements between individual institutions with common interests.

The chief academic officer for the State University System reported that a review of their transfer records reveals that "relatively few private sector" students transfer to the SUS "compared to the many thousands that transfer in from the two-year community colleges." He states that: "The amount of energy required to coordinate the thousands and thousands of different courses in the private sector institutions for the relatively few number of transfer students would appear to be an over-investment..." He further reports that no complaints have been received to indicate that "the evaluation of work for transfer of credit from private sector institutions has been a difficult issue." Although it is very difficult to assess how many additional students may have applied to the State University System if a comprehensive articulation agreement were in place with independent institutions, he maintains that the small number of current transfers and absence of complaints about the process strongly indicate the lack of need for such an agreement.

A representative of the Independent Colleges and Universities of Florida (ICUF) addressed a meeting of the Planning Committee and the full Commission on this topic. He noted that, while ICUF was not opposed to the development of a statewide agreement on its face, a compelling need would first have to be demonstrated and the development of an agreement would be plagued with great difficulty. Although a sample of registrars may support such an agreement to enhance order, faculty members would be concerned about the effect of an agreement on their right and ability to control educational content and quality on their campuses. He predicted that this concern and the accompanying "endless debates" on the nature of the core of the general education program would be very difficult to overcome. He also noted the difficulty of matching two very different sectors of postsecondary education, and concern about the "potential homogenization" of postsecondary education which could occur from a statewide agreement.

A representative of the Florida Association of Accredited Private Schools (FAAPS) also supported the concept of local agreements over a statewide agreement. The Executive Board of the Association noted that progress has been made on a local basis between faculty of individual institutions, and that Regional Coordinating Councils for Adult Education, Vocational Education, and Community Instructional Services are and should continue to be helpful in the enhancement of articulation.

The Commission also conducted a telephone survey of registrars and admissions and articulation coordinators at 32 selected postsecondary institutions in Florida, including the 30 institutions whose presidents and academic officers were also surveyed. Full results of this survey are provided in Appendix E.

Half of the public sector registrars interviewed did not perceive a need for a statewide comprehensive articulation agreement between public and independent institutions, although seven of the eight community college respondents described such a need. All but one of the independent sector respondents reported a need for an agreement, and personnel in both sectors generally described such an agreement as desirable and feasible. Only one independent institution, a liberal arts college, perceived a comprehensive agreement as neither needed, desirable, nor feasible. Twenty percent of the public sector respondents perceived such an agreement as undesirable and nearly thirty percent thought it would not be feasible. Nonetheless, most of the persons

interviewed in this survey of registrars and related officers responded favorably to the questions of need, desirability, and feasibility.

If such an agreement were to be developed, survey respondents stated that the key requisite component would be participation in the Statewide Course Numbering System (23 of 32 respondents listed this item). Other components described as necessary by at least one-fourth of the institutions surveyed are:

- agreement on acceptance of general education requirements or core courses (13)
- agreement on grade equivalency (10)
- inclusion of the same features as in the public agreement (8)
- agreement on admissions and foreign language requirements (8)

The greatest obstacle to establishment of a comprehensive agreement was seen to be the incompatibility or differences between institutional philosophies, missions, goals and objectives (14). Other potential obstacles envisioned by the respondents include:

- fear of loss of autonomy, freedom or flexibility (10)
- inertia--reluctance to change (7)
- lack of acceptability of courses between sectors (7)
- costs incurred in establishing and maintaining an agreement (6)
- differences in governance, rules and requirements (4)

In response to open-ended items, seven of the eleven independent institution respondents expressed a positive interest in such an agreement and were appreciative of the State's investigation. Only four of the twenty-one public sector respondents expressed such an interest.

Four of the respondents (three from the public sector and one from the independent) thought any agreement should be limited to public and regionally accredited independent institutions only.

A few institutions (three) expressed concern that an insufficient number of students transfer from independent to public institutions to warrant such a comprehensive agreement.

Two significant factors affect the results of the survey described above. First, the respondents are registrars or articulation or admissions officers. As such, any technically sound articulation agreement may be more attractive to these persons than to presidents or academic administrators or faculty members. Secondly, the survey questions focused only on one type of agreement, a comprehensive statewide one; the survey did not ask the respondents whether they would prefer a comprehensive agreement or facilitation of local agreements, for example. It also should be noted that the perceived need for articulation agreements is directly related to the proximity of public and independent postsecondary institutions, and that community colleges may perceive a greater need for such agreements than do others because of their nature as feeder institutions.

The survey of registrars revealed that the most important requisite component of any statewide comprehensive articulation agreement between public and independent institutions would be participation by the independent institutions in the Statewide Course Numbering System (Appendix B). The 1986 Florida Legislature directed that licensed, accredited non-public postsecondary colleges and those exempted from licensure may participate in the common course numbering system, if the non-public colleges pay the associated costs.

The question of which accrediting agencies are acceptable for inclusion is controversial and the Legislature directed that: "The State Board of Education, in conjunction with the Board of Regents and State Board of Community Colleges, shall designate by rule the acceptable agencies by which colleges must be accredited in order to participate in the system." At this writing the issue remains unresolved. State universities agree that those independent institutions accredited by regional agencies should be included, while the State Board of Community Colleges would also accept those institutions accredited by national agencies. In the first instance, most proprietary institutions would be excluded, while many would be included by the community college definition. This issue remains a significant obstacle to the development of any statewide articulation agreement between independent and public institutions.

In addition to surveys of the policies of other states and the opinions of Florida postsecondary education academic leaders and registrars, the Commission also reviewed the relevant research on articulation between dissimilar segments of postsecondary education. Of particular importance in this regard are the first three reports published by the Florida Institute of Education (FIE) on cooperative agreements between public institutions in Florida and the 1985 oversight report of the Florida House of Representatives Higher Education Committee.

Although the FIE reports address agreements between public institutions only, the guidelines developed for these agreements may be useful in the development of agreements between public and independent institutions as well (Appendix F). The FIE is now compiling a description of cooperative agreements between independent and public institutions for publication in 1987, and the Commission is providing information gathered during this study to the Institute.

The House Higher Education Committee oversight report notably supports the concept of local rather than comprehensive agreements: "State-level policymakers should establish policy in the broadest terms practical and express the outcomes they intend clearly within such policy. Implementation decisions relating to proposed policy should be delegated to the affected institutions."

Finally, the 1983 Legislature created s.240.125(3), Florida Statutes, which authorized establishment of a Trust Fund for Postsecondary Cooperation. One of the two major purposes of the fund is to reward institutional creativity and initiative in assisting student articulation. The 1986 Legislature provided \$420,986 to fund seven cooperative projects. For 1987, the Commission has recommended that the Legislature provide \$454,411 to support

eight projects, including two designed specifically to enhance student articulation. In Southwest Florida, one project aims to establish and implement a clearly defined process for student articulation in nursing between a community college, a state university, and local vocational-technical schools. In Central Florida, the second project is designed to enhance articulation in radiologic sciences between several community colleges and a state university. Total requested funding for these two articulation projects exceeds \$100,000.

Conclusions and Recommendations

The proviso language directing this study calls for description of a statewide comprehensive articulation agreement between public and independent postsecondary education institutions if such an agreement is found to be necessary and feasible. On the basis of the combined information collected from other states, from presidents and academic officers, and from registrars and affiliated officers of Florida postsecondary education institutions, a "comprehensive statewide agreement" between public and independent institutions is neither needed, feasible, nor generally desirable as a means to enhance student articulation.

Although most registrars, particularly in the independent sector, may welcome any technically sound agreement, the presidents and chief academic officers of their institutions overwhelmingly prefer local agreements to a comprehensive statewide agreement. In addition, no other state has found it beneficial or feasible to develop such an agreement on a comprehensive statewide basis. Several knowledgeable respondents reported that such an agreement, while not needed, would be extremely difficult and costly to develop and, if developed, would "cause more problems than it would solve."

At the same time, numerous local agreements between independent and public institutions have been developed to provide fairly finely tuned articulation processes which apparently produce few complaints or examples of difficulty. These agreements, in many instances, have been developed with the active encouragement of both state policy and state mechanisms, such as the Statewide Course Numbering System. This direction continues to promise the best opportunity to maintain and enhance Florida's unsurpassed commitment to student articulation between postsecondary education institutions. The 1983 Florida Legislature recognized the importance of such local approaches through creation of the Postsecondary Cooperation Trust Fund, which is designed in part to "reward institutional creativity and initiative in assisting student articulation..." (Section 240.125(3), Florida Statutes). To further enhance these articulation efforts, the Commission recommends the following actions:

1. A comprehensive statewide articulation agreement between public and independent postsecondary education institutions is neither needed, broadly desirable, nor feasible and should not be pursued as an active goal of state policy.
2. Local articulation agreements, such as the model developed by the University of Miami and Miami-Dade Community College, should be established between institutions on the basis of common interests and understandings. State policies and procedures should promote such activities whenever possible. An existing state incentive program available to encourage such local articulation agreements is the Postsecondary Cooperation Trust Fund.
3. To the degree possible, local articulation agreements should be built upon the foundation of the Statewide Course Numbering System. As called for by the 1986 Legislature, the State Board of Education should proceed to "designate by rule the acceptable agencies by

which colleges must be accredited in order to participate" in the Statewide Course Numbering System.

4. Regional Coordinating Councils for Adult Education, Vocational Education, and Community Instructional Services should work with local vocational-technical schools, community colleges, and independent vocational schools to enhance student articulation as called for by s.228.075(1)(a), Florida Statutes.
5. The State of Florida should, in general public policy, continue its exemplary commitment to the concept of transferability and acceptance of student credit between postsecondary education institutions, minimizing unwarranted duplication, while also maintaining necessary assurances of instructional quality.

APPENDIX A

6A-10.024 Articulation Between Universities, Community Colleges and School Districts.

(1) Each state university president, community college board of trustees and district school board shall plan and adopt policies and procedures to provide articulated programs so that students can proceed toward educational objectives as rapidly as their circumstances permit. Universities, community colleges and school districts are encouraged to exchange ideas in the development and improvement of programs of general education, the development and implementation of accelerating mechanisms and shall plan for the establishment of inter-institutional or inter-divisional programs or agreements to facilitate articulation, acceleration and more efficiency in the deployment of faculty, equipment and facilities.

(2) Articulation Coordinating Committee. The Commissioner shall establish a joint school district-community college-state university articulation coordinating committee which shall consist of twelve (12) members appointed by the Commissioner as follows: three (3) members representing the state university system; three (3) members representing the community college system; one (1) member representing vocational education; three (3) members representing public schools; one (1) member from the Commissioner's staff who shall serve as chairman, and one (1) additional member. The committee shall:

(a) Accept continuous responsibility for community college-university-school district relationships, including recommending to the Commissioner plans for school district articulation relationships with community colleges and universities, including coordination of cooperative plans required by Section 229.814(5), Florida Statutes.

(b) Authorize professional committees or task forces consisting of representatives from both levels of higher education to facilitate articulation on subject areas.

(c) Conduct a continuing review of the provisions of Rule 6A-10.024, FAC.

(d) Review individual cases or appeals from students who have encountered difficulties in transferring from a community college to a university. Decisions reached by the articulation coordinating committee will be advisory to the institutions concerned.

(e) Make recommendations for the resolution of individual issues and for policy or procedural changes which would improve community college-university articulation systemwide.

(f) Establish the priority to be given research conducted cooperatively by the Division of Community Colleges and the Division of Universities in conjunction with individual institutions. Such cooperative research shall be encouraged and shall be conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer

students. Results of follow-up studies shall be made available for use in evaluating current policies, programs and procedures.

(g) Review and approve experimental programs as provided in Rule 6A-10.024(15), FAC.

(h) Develop procedures to improve community college-state university articulation by exploring fully specific issues such as academic record form, general education requirement, unit of credit, course numbering systems, grading systems, calendars, and credit by examination.

(i) Collect and disseminate information on successful cooperative programs that implement the intent of Rule 6A-10.024(1), FAC.

(3) General education.

(a) Each public institution of higher education in Florida, i.e., each state university and each community college, is encouraged to foster and promulgate a program of general education. This basic program for students working toward a baccalaureate degree shall involve not fewer than thirty-six (36) semester hours of academic credit.

(b) The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established state universities and community colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

(c) After a public institution of higher education in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher education in Florida to which he or she may be qualified to transfer will require any further lower division general education courses in his or her program.

(4) Definition of associate of arts degree.

(a) At the core of any agreement between the community colleges and the state university system designed to establish an efficient orderly transfer process for community college students is the mutual acceptance of the nature and purpose of the associate of arts degree.

(b) This degree, which is the basic transfer degree of Florida community colleges, and which is the primary basis for admission of transfer students to upper division study in a state university, shall be awarded upon:

1. Completion of sixty (60) semester hours or ninety (90) quarter hours of academic work exclusive of occupational courses.

2. Completion of an approved general education program of not fewer than thirty-six (36) semester hours or fifty-four (54) quarter hours.

3. Achievement of a grade point average of not less than 2.0 in all courses attempted, and in all courses taken at the community college awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing this average. The grade of "D" will be accepted for transfer (provided the overall grade average does not drop below the prescribed 2.0 level), and will count toward the baccalaureate in the same way as "D" grades obtained by students enrolled in the lower division of state universities, i.e., credits required for the baccalaureate; however, it is at the discretion of the department or college of the university offering the major as to whether courses with "D" grades in the major may satisfy requirements in the major field.

(5) College level examination program (CLEP).

(a) The transfer of credit awarded on the basis of scores achieved on examinations in the College-Level Examination Program is protected by this agreement only for examinations taken in the national administration program of CLEP.

(b) General examinations.

1. Transferability of credit under terms of the articulation agreement is mandatory provided that the institution awarded the credit on the basis of scaled scores determined to be equivalent of student achievement represented by the fiftieth (50th) percentile on the combined men-women sophomore norms which were in use prior to 1978, with no letter grade or quality points

assigned. Scaled score equivalents which are minimum for the award of credit are as follows:

a. English Composition with Essay	610
b. Humanities	489
c. Mathematics	497
d. Natural Sciences	
[1] Biology	50
[2] Physical Science	49
e. Social Sciences and History	488

2. Not more than six (6) semester or nine (9) quarter credits are to be transferred in each of the five (5) areas of the general examinations: English; humanities; mathematics; natural science; and social sciences-history.

3. Credit for general examinations in English taken after September 1, 1979, may be transferred only for scores determined by successful completion of both the objective and the essay portions of the examination.

4. Subscores shall be used for awarding credit on the general examination in natural sciences. Three (3) semester credits or four and one-half (4.5) quarter credits may be awarded for a biology subscore of fifty (50) or above and three (3) semester credits or four and one-half (4.5) quarter credits may be awarded for a physical science subscore of forty-nine (49) or above.

(c) Subject examinations. Transferability of credit under the terms of the articulation agreement is mandatory provided that the institution awarded the credit at, or higher than, cut-off scores established at the basis of the fiftieth (50th) percentile on national norms. Specific scores are to be on file and published by the Articulation Coordinating Committee for use by local institutions. No letter grades or quality points are to be assigned.

<u>Subject matter examination</u>	<u>Minimum score for awarding credit</u>	<u>Length of course for which the examination was designed (number of semesters)</u>	<u>Recommended maximum semester credit</u>
Afro-American history	50	1	3
American government	50	1	3
American history	49	2	6
American history I: Early Colonization to 1877	49	1	3
American history II: 1865 to present	49	1	3
American literature	50	2	6
Analysis & interpretation of literature	51	2	6
General biology	49	2	6
Clinical chemistry	50	Based on subject matter in clinical year training.	
Calculus with analytical geometry	49	2	6
College algebra	48	1	3
College algebra-trigonometry	50	1	3
Computers & data processing	49	1	3
Educational psychology	49	1	3
Elementary computer programming - FORTRAN IV	51	1	3
College composition	50	2	6
English literature	49	2	6
English, freshman	51	2	6
French	56	0	12
	49	0	9
	44	0	6
General chemistry	50	2	6
General psychology	50	1	3
Geology	49	2	6
German	55	0	12
	52	0	9
	43	0	6

<u>Subject matter examination</u>	<u>Minimum score for awarding credit</u>	<u>Length of course for which the examination was designed (number of semesters)</u>	<u>Recommended maximum semester credit</u>
Hematology	51	Based on subject matter in clinical year training.	
History of American Education	50	1	3
Human growth & development	51	1	3
Immunohematology	50	Based on subject matter in clinical year training.	
Introduction to management	49	1	
Introductory accounting	50	2	6
Introductory business law	51	2	6
Introductory calculus	48	2	6
Introductory economics	48	2	6
Introductory MACRO Economics	50	1	3
Introductory MICRO Economics	50	1	3
Introductory MACRO and MICRO Economics	49	1	3
Introductory marketing	50	1	3
Introductory sociology	50	2	6
Microbiology	49	Based on subject matter in clinical year training.	
Money & banking	49	1	3
Spanish	55	0	12
	48	0	9
	45	0	6
Statistics	51	1	3
Tests & measurements	49	1	3
Trigonometry	54	1	3
Western civilization	49	2	6
Western civilization I: Ancient Near East to 1648	50	1	3
Western civilization II: 1648 to present	48	1	3

(d) Because college level examination program credit is regarded in the same category as transfer credit, no matter how earned, the maximum transferability of credit under the college level examination program, both general and subject examinations combined, is forty-five (45) semester or sixty-seven and one-half (67.5) quarter credits.

(e) The institution awarding credit for the college level examination program general examination, may, but need not, specify for what course(s) it is being awarded. The institution awarding college level examination program subject matter examination credit must specify for what course(s) it is being awarded. The standard policies of the institution prohibiting credit for overlapping courses will apply.

(f) Any implementation of a uniform CLEP percentile restriction of the agreement will not affect CLEP credit awarded by institutions prior to the September 1, 1972, effective date of implementation.

(6) Advanced placement - The following provisions shall apply to credit awarded under the advanced placement program:

(a) Transferability of credit under the articulation agreement is mandatory provided that the institution awarded the credit on advanced placement programs scores of three (3), four (4), or five (5) for any of the thirteen (13) examinations in the program. The thirteen (13) advanced placement program examinations are as follows:

- American history
- Art (history of art, studio art)
- Biology
- Chemistry
- Classics (Vergil, lyric)
- English
- European history
- Spanish
- French (language, literature)
- German
- Mathematics (calculus AB & calculus BC)
- Music
- Physics (physics B, physics C - mechanics, physics C - electricity & magnetism)

(b) The college awarding credit on the basis of advanced placement program scores shall specify the course for which credit is being given.

(c) No grade or quality points shall be assigned for credit awarded on the basis of advanced placement program scores.

(d) There shall be no credit awarded on advanced placement program which is duplicative of credit awarded for college level examination program or courses taken in the college or received in transfer.

(7) United States armed forces institute (USAFI) credit. The following provisions shall apply to credit awarded under the USAFI program:

(a) Credit earned through correspondence courses sponsored by USAFI may be included under standard policies of the institutions.

(b) Credit may be awarded for tests of General Education Development (GED) only when verified by CLEP scores prescribed in subsection (5) above.

(c) Credit awarded on the basis of subject tests (USST) in collegiate subjects may be included provided that the scores are at the fiftieth (50th) percentile or higher.

(d) The college awarding credit on the work sponsored by USAFI must specify the course for which credit is being given.

(e) No grade or quality points are to be assigned for credit awarded on the basis of work sponsored by USAFI.

(f) No credit is to be awarded on work sponsored by USAFI which is duplicative of credit awarded by CLEP, APP or courses taken in the college or received in transfer.

(8) Responsibility for general education requirements. The baccalaureate degree in all state universities shall be awarded in recognition of lower division (freshman-sophomore) combined with upper division (junior-senior) work. The general education requirement of the baccalaureate degree shall be the sole responsibility of the institution awarding the associate of arts degree in accordance with the general education agreement of 1959. If, for any reason, a student has not completed an approved general education program in a community college prior to his or her transfer to a state university, the general education requirement shall become the responsibility of the university.

(9) Pre-professional course responsibility. Lower division programs in all state universities and community colleges enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. However, the determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

(10) Admission to upper division programs which are competitive due to space or fiscal limitations. Students receiving the associate of arts university system. The specific university that accepts the student will be determined by the preference of the student, by the program of major concentration, and by space available within the specific institution. If, because of space or fiscal limitations, any state university must select from qualified community college graduates, its criteria for selection shall be reported to the coordinating committee described in subsection (2), Rule 6A-10.024, FAC.

(11) Other associate degrees and certificates. Other associate degrees and certificates may be awarded by a community college for programs which have requirements different from the associate of arts, or a primary objective other than transfer. Acceptance of course credits for transfers from such degree or certificate programs will be evaluated by the senior level institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each state university is encouraged to develop admission policies that will consider all factors indicating the possibility of success in its upper division of transfer students who have not earned the associate of arts degree.

(12) Publication of upper division requirements. Each university department shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the state.

(13) Statement of lower division prerequisite requirements. Each state university shall include in its official catalog of undergraduate courses a section stating all lower division prerequisite requirements for each upper division specialization or major program. The sections of the catalog may also list additional recommended courses but there shall be no ambiguity between statement of requirements for all students for admission to upper division work on the one hand, and prerequisites and other requirements for admission to a major program on the other. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The catalog in effect at the time of the student's initial enrollment in a community college shall govern lower division prerequisites, provided that he or she has had continuous enrollment as defined in the university catalog.

(14) Standard transcript form. Each state university and each community college shall keep a complete academic record for each student. The coordinating committee shall develop a standard form for recording the academic performance and credits of students. Each transcript shall include all academic work for which a student is enrolled during each term; the status in each course at the end of each term such as superior, average, incomplete, or unsatisfactory; all grades and credits awarded and a statement explaining the grading policy of the institution.

(15) Experimental programs. Experimental programs in all institutions are encouraged. A community college and a state university wishing to engage in a joint specific experimental program which varies from the existing transfer policy shall report such a program to the coordinating committee prior to implementation and shall keep the committee informed of the progress and outcome of such experimentation. Proposed experimental programs which would have

systemwide implications or would affect transfer to more than one (1) institution must be approved by the coordinating committee prior to implementation. All experimental programs shall be reported in writing to the coordinating committee including the purpose, design, the participants, the duration, and the results of the experiment. The final report shall be submitted not later than six (6) months following the termination date of the experiment.

(16) When a student transfers among postsecondary area vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be equivalent to courses offered at the receiving institution and are entered in the course numbering system. Credit so awarded can be used by transfer students to satisfy certificate and degree requirements in these institutions on the same basis as native students.

(17) All postsecondary courses offered for college credit, vocational credit, or compensatory credit, as they are defined in Rule 6A-10.033, FAC, shall be entered in the common course designation and numbering system. Each course shall be assigned a single prefix and a single identifying number by the Course Numbering System. Specific Authority 229.053(1), 240.115(1)(2) FS. Law Implemented 229.053(2)(c), 229.551(1)(g), 229.814(5), 240.115 FS. History - New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24.

6A-10.0241 Articulation Plans for College-Level Instruction for High School Students.

(1) An objective of public education in the state shall be to enhance learning opportunities for qualified students in each high school during normal class hours through effective use of community college programs and resources.

(2) The objective specified in Rule 6A-10.0241(1), FAC, shall be implemented through articulation agreements to be executed between community college boards of trustees and district school boards within the community college district. By August 1 of each year beginning in 1983, each community college president shall transmit to the Commissioner an articulation plan or amended plan which shall include agreements for articulation with each district school board within the college district. Each agreement shall provide for at least the following:

(a) Procedures for providing college-level instruction for high school students who demonstrate academic capabilities to pursue college-level instruction and criteria to be used to establish such readiness.

APPENDIX B

Section 23. Section 246.013, Florida Statutes, is created to read:

246.013 Participation in the common course designation and numbering system.--Licensed, accredited nonpublic postsecondary colleges and accredited nonpublic postsecondary colleges exempt from state licensure pursuant to s. 246.085(2)(a) may participate in the common course designation and numbering system. The State Board of Education, in conjunction with the Board of Regents and State Board of Community Colleges, shall designate by rule the acceptable agencies by which colleges must be accredited in order to participate in the system. Participating colleges shall bear the costs associated with inclusion in the system. The department shall adopt a fee schedule that includes the expenses incurred through data processing, faculty task force travel and per diem, and staff and clerical support time.

FLORIDA STATUTES

CHAPTER 229

229.551 Educational management.—

(1) The department is directed to identify all functions which under the provisions of this act contribute to, or comprise a part of, the state system of educational accountability and to establish within the department the necessary organizational structure, policies, and procedures for effectively coordinating such functions. Such policies and procedures shall clearly fix and delineate responsibilities for various aspects of the system and for overall coordination of the total system. The commissioner shall perform the following duties and functions:

(g) Development and coordination of a common course designation and numbering system for community colleges and the State University System which will improve program planning, increase communication among community colleges and universities, and facilitate the transfer of students. However, such a system shall not encourage or require course content prescription or standardization or uniform course testing, and the continuing maintenance of the system shall be accomplished by appropriate faculty committees. Also, the system shall be applied to all postsecondary and postsecondary adult vocational programs and courses offered in school districts and community colleges; and

APPENDIX C

POSTSECONDARY EDUCATION PLANNING COMMISSION

**Public/Private Articulation Study
Preferred Structure for Agreements**

Summary of Institutional Presidents' Input

Sector	Type of Institutions	Model Preferred for Agreements					
		Statewide Only	Local Only	Local with Some Statewide Guidelines	Other	None	No Response
Public	Universities	1	4	4	--	--	--
	Community Colleges	4	2	2	--	--	--
	Vocational Education Centers	--	2	2	--	--	--
	Total N=21	5	8	8	--	--	--
Independent	Universities & Colleges	1	2	--	--	--	1
	Religious	--	1	1	--	--	1
	Proprietary	1	--	3	--	--	--
	Total N=9	2	3	4	--	--	2
N=30 Grand Total		7	11	12	--	--	2

APPENDIX D

POSTSECONDARY EDUCATION PLANNING COMMISSION
ARTICULATION STUDY
EXAMPLES OF ARTICULATION AGREEMENTS BETWEEN
PUBLIC AND INDEPENDENT POSTSECONDARY INSTITUTIONS
November, 1986

INDEPENDENT INSTITUTIONS	Accredited (X)		PUBLIC INSTITUTIONS	NATURE OF AGREEMENT															
	Accrediting Agency			Broward Community College	Daytons Beach Community College	Florida Atlantic University	Florida Community College-Jax	Florida International University	Florida State University	Indian River Community College	Manatee Junior College	Miami-Dade Community College	University of Central Florida	University of Florida	University of North Florida	University of South Florida	University of West Florida	A - Specific Academic Program G - General Education N - Non-Academic Agreement(Joint-Use Facilities, Joint Student Activities,etc.) N+ - Student Exchange Cooperative (Involving four institutions in the Jacksonville)	
Berry University	X SACS						N		G,N		G							ACCREDITING AGENCIES AABC - American Association of Bible Colleges AICS - Association of Independent Colleges and Schools SACS - Southern Association of Colleges and Schools * - Unaccredited By Choice	
Bethune Cookman College	X SACS			A,A									A						
Edward Waters College	X SACS					N+								N+					
Embry Riddle University	X SACS			A															
Florida College-Temp Terr	X SACS				G			G				G			G	G			
Ft. Lauderdale College	X AICS		G																
Jacksonville University	X SACS					N+								N+					
Jones College	X AICS					G													
Miami Christian College	X AABC						G			N									
Pensacola Christian College	*											G				G			
Ringling Scoool of Art	X SACS									G									
Rollins College	X SACS											N							
St. Thomas University	X SACS										G								
University of Miami	X SACS										G								

NATURE OF AGREEMENT

- A - Specific Academic Program
G - General Education
N - Non-Academic Agreement (Joint-Use Facilities, Joint Student Activities, etc.)
N+ - Student Exchange Cooperative (Involving four institutions in the Jacksonville)

ACCREDITING AGENCIES

- AABC - American Association of Bible Colleges
AICS - Association of Independent Colleges and Schools
SACS - Southern Association of Colleges and Schools
* - Unaccredited By Choice

**EXAMPLES OF ARTICULATION AGREEMENTS BETWEEN PUBLIC AND INDEPENDENT
POSTSECONDARY EDUCATION INSTITUTIONS**

Sector: Independent Universities and Colleges

INITIATING INSTITUTION	RECEIVING INSTITUTION	RECIP- ROCAL (X)	TYPE OF AGREEMENT			
			FORMAL(F) OR INFORMAL(I)	GENERAL EDUCATION	SPECIFIC ACADEMIC PROGRAM	OTHER
Barry University	Florida International University	X	F			Joint-Use Facilities
Edward Waters College	Florida Community College at Jacksonville	X	F			Student Exchange Cooperative
	Jacksonville University	X	F			Student Exchange Cooperative
	University of North Florida	X	F			Student Exchange Cooperative
Rollins College	University of Central Florida	X	I			Joint-Use Facilities

**EXAMPLES OF ARTICULATION AGREEMENTS BETWEEN PUBLIC AND INDEPENDENT
POSTSECONDARY EDUCATION INSTITUTIONS**

Sector: Independent-Religious

INITIATING INSTITUTION	RECEIVING INSTITUTION	RECIP- ROCAL (X)	TYPE OF AGREEMENT			
			FORMAL(F) OR INFORMAL(I)	GENERAL EDUCATION	SPECIFIC ACADEMIC PROGRAM	OTHER
Bethune Cookman College	University of Florida	X	F		Engineering	
Florida College at Temple Terrace	Florida Atlantic University		F	A.A. Degree		
	Florida State University			A.A. Degree		
	University of Central Florida		F	A.A. Degree		
	University of South Florida		F	A.A. Degree		
	University of West Florida		F	A.A. Degree		
Miami Christian College	Florida International University		F	A.A. Degree		
	Miami-Dade Community College	X	F			Joint-Use of Libraries
Pensacola Christian College	University of Florida		F	A.A. Degree		
	University of West Florida		F	A.A. Degree		

EXAMPLES OF ARTICULATION AGREEMENTS BETWEEN PUBLIC AND INDEPENDENT
POSTSECONDARY EDUCATION INSTITUTIONS

Sector: Public Community Colleges

INITIATING INSTITUTION	RECEIVING INSTITUTION	RECIP- ROCAL (X)	TYPE OF AGREEMENT			
			FORMAL(F) OR INFORMAL(I)	GENERAL EDUCATION	SPECIFIC ACADEMIC PROGRAM	OTHER
Broward Community College	Ft. Lauderdale College	X	F	A.A. Degree/General education courses at Ft. Lauderdale College accepted at Broward		
Daytona Beach Community College	Bethune Cookman College	X	I		Nursing	
	Bethune Cookman College		F		Allied Health	
	Embry Riddle Aeronautical University		F		Reserved Officers Training Corp	
Florida Community College at Jacksonville	Jones College	X	I	A.A. Degree		
Indian River Community College	Barry University		F	A.A. Degree		
	Barry University		I			Joint-Use Facilities
Manatee Junior College	Ringling School of Art	X	I	Up to 30 Sem. Credits		

D-4

**EXAMPLES OF ARTICULATION AGREEMENTS BETWEEN PUBLIC AND INDEPENDENT
POSTSECONDARY EDUCATION INSTITUTIONS**

Sector: Public Community Colleges (Continued)

INITIATING INSTITUTION	RECEIVING INSTITUTION	RECIP- ROCAL (X)	TYPE OF AGREEMENT			
			FORMAL(F) OR INFORMAL(I)	GENERAL EDUCATION	SPECIFIC ACADEMIC PROGRAM	OTHER
Miami-Dade Community College	Barry University		F	A.A. Degree		
	Barry University		F		Aviation	
	St. Thomas University (School of Law)		F	A.A. Degree		
	University of Miami		F	A.A. Degree		

ARTICULATION AGREEMENT BETWEEN THE UNIVERSITY OF MIAMI

AND

MIAMI-DADE COMMUNITY COLLEGE

April 8, 1986

The University of Miami (UM) and Miami-Dade Community College (MDCC) hereby enter into the following agreement governing the matriculation at UM of Associate of Arts graduates from MDCC beginning in the summer of 1986 and continuing for a period of four years, after which both institutions will undertake renegotiation of the agreement.

For MDCC A.A. graduates admitted to the University of Miami during the period of this agreement, the University of Miami will:

- (1) accept the students as having junior standing, with the understanding that some students may need to complete prerequisite work for the programs in which they enroll;
- (2) accept the 36 required general education credits earned at MDCC, including those within the interdisciplinary core curriculum, applying them toward the equivalent lower division, general education requirements of the schools and colleges of the University.

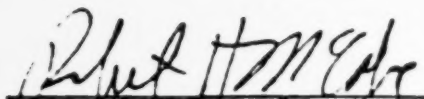
During the period of this agreement, Miami-Dade Community College will:

- (1) publicize the agreement among its students and faculty;
- (2) make available to students through the Advisement and Graduation Information System (AGIS) a description of the recommended A.A. curricula for all UM majors;
- (3) review the performance of the MDCC graduates who matriculate at UM in each of the academic programs, assessing the students' academic preparation and the success of the general education core courses.

During the period of this agreement, both institutions agree to:

- (1) monitor the academic performance of students enrolling under the agreement, identify problems, and work cooperatively to adjust details of course sequence and content so that students can transfer with no academic disruptions;
- (2) arrange articulation meetings to develop major course equivalencies between UM and MDCC;
- (3) notify each other concerning any contemplated curricular changes which would affect the future of this agreement.


Edward T. Foote II, President
University of Miami


Robert H. McCabe, President
Miami-Dade Community College

APPENDIX E

POSTSECONDARY EDUCATION PLANNING COMMISSION

FEASIBILITY STUDY PUBLIC/INDEPENDENT ARTICULATION AGREEMENTS

SUMMARY OF SURVEY RESPONSES

To determine the feasibility of developing a comprehensive articulation agreement between public and non-public postsecondary institutions, the Postsecondary Education Planning Commission conducted telephone interviews with registrars and other administrators in 32 postsecondary institutions in Florida. Consideration was given to maintaining balance between the public institutions selected to participate in the survey and independent institutions selected based on the proportion of students enrolled in each of the postsecondary education sectors.

Eleven (11) independent institutions were selected for participation in the survey including four (4) independent universities and colleges, four (4) proprietary institutions, and three (3) religious institutions. The individuals interviewed in independent institutions included eight (8) registrars, one (1) president, one (1) dean, and one (1) chairperson of the board of directors. By contrast, twenty-one (21) public postsecondary institutions participated including the nine (9) state universities, eight (8) community colleges, and four (4) vocational technical centers. Individuals interviewed in public institutions included fourteen (14) registrars, one (1) articulation coordinator, one (1) admission officer, and five (5) other administrators directly responsible for servicing and processing transfer students.

Survey responses among the individuals polled indicates positive reaction to the feasibility of statewide comprehensive articulation agreements between public and independent postsecondary institutions. Among the 32 individuals contacted, 27 (86%) reported that comprehensive agreements are desirable, 25 (78%) reported the agreements are feasible, and 20 (63%) reported that there is need for the agreements between public and non-public postsecondary institutions.

Responses to the questions of desirability, feasibility and need for comprehensive public/private agreements require closer analysis by sector, as there is variance in the responses to each of the questions within the private and the public sectors and between the two sectors. For example, to the question of desire for public/private agreements, 100 percent of the three registrars polled in religious institutions, 100 percent of the four registrars polled in proprietary institutions, and three of four (75%) of the registrars polled in independent universities and colleges reported desire to see the agreements materialize. On the other hand, in the public sector, seven (78%) of the registrars at the nine state universities polled, seven (86%) in the eight community colleges, polled, and three (75%) of the four public vocational-technical centers polled reported the desire for comprehensive public/private agreements.

To the questions of feasibility responses were similar for respondents in the independent schools. Again, 100 percent of the individuals contacted in the religious and the proprietary institutions, and 75 percent of the respondents in independent universities replied affirmatively. Similarly, in the public

sector, six (67%) of the nine registrars in the state universities polled, seven (86%) in the eight in community colleges polled, and three (75%) of the four in vocational centers polled reported that development of public/private articulation agreements is feasible.

Relative to the need for comprehensive agreements, all (100%) of the respondents in the independent sector reported the affirmative with the exception of individuals in independent universities and colleges among whom three (75%) of the four polled reported such a need. Intra-sector agreements are perceived as less needed among individuals polled in the public sector where two (22%) of the registrars in the nine state universities polled, one (25%) of the four in vocational education centers polled, and yet a very significant seven (89%) of the eight registrars at community colleges polled perceive the need for comprehensive contracts with private postsecondary institutions.

The registrars polled were helpful in offering suggestions regarding components which should be requisite in the development of articulation agreements. Each feature suggested by at least eight (27%) of thirty respondents in descending order include common course numbering, content, descriptions and classification (67%); agreement on general education requirements or core courses (43%); agreement on grade equivalency and level of acceptance of grades (30%); and the same features present in agreements between public institutions (27%).

By sector the suggested components vary slightly. The components deemed necessary by at least three out of the nine respondents in the independent institutions polled include common course numbering (67%); agreement on grade acceptance and equivalency (33%); and the need for a task force and system by which public/independent agreements will be implemented and monitored (33%). In the public sector, components suggested by at least one-third of the respondents include common course numbering (67%); agreement on general education requirements (52%); features currently present in agreements between public institutions (38%); agreement on admission and foreign language requirements (33%); and agreement on acceptance of the Gordon Rule (33%). Other features suggested by smaller segments of respondents from both the public and independent sectors include equation or comparability of credit hours (20%); and common transcripts (20%).

Obstacles most frequently identified by the registrars as impediments to achieving intra-sector agreements differ per sector. Overall, however, the obstacles identified by at least (20%) of the population polled include incompatibility or difference of institutional philosophy, mission, goals and objectives (30%); independent institutions' fear of autonomy and flexibility (30%); the bureaucracy and costs incurred in developing the agreements (20%); inertia or reluctance to change on the parts of institutions and faculty involved (20%); and lack of acceptability of courses between the sectors (20%).

By sector, the obstacles identified by at least one-third of the respondents were quite different. For example, in the independent sector, the only obstacle identified by at least three (33%) of the nine respondents is the bureaucracy and costs incurred in developing the agreements. Among other

obstacles identified, though not as frequently, are inertia on the part of all institutions and faculty involved (22%); public institutions' concerns over the accreditation and credibility of independent institutions (22%); and lack of cooperation from public institutions (22%).

Registrars from public institutions polled identified other obstacles. Among the obstacles identified by at least one-third of the respondents in this sector are incompatibility or difference of institutional philosophy, mission, goals and objectives (43%); and private institutions' fear of loss of autonomy (38%). Other obstacles identified by public institutional registrars polled, though not as frequently, are lack of acceptability of courses between the sectors (29%); the need for refinement of the common course numbering system (19%); and inertia (19%).

While the obstacles of greatest concern to each sector deserve consideration, each sector's perception of obstacles presented by the other is also significant. Based upon the responses to this survey, it appears that the registrars in the public sector and those in the independent sector have erroneous perceptions, each group of the other. One of the obstacles reported by a significant segment (22%) of respondents in the independent sector, for example, includes public institutions' concerns about the accreditation of independent institutions. Among public institutional registrars this obstacle was indicated much less frequently, as only three out of twenty-one (14%) of the public respondents indicated this obstacle.

Where a segment (22%) of the independent institutional respondents reported as an obstacle lack of cooperation from public institutions, there was no such concern expressed among the public respondents. Similarly, where thirty-eight percent (38%) of the public registrars polled reported as an obstacle the independent institutions' fear of loss of autonomy, only one (11%) of nine respondents from independent institutions indicated this concern. On these issues in this survey, neither sector significantly validates the obstacles identified by and concerning the other. It is significant to note, however, that both sectors acknowledge that inertia and reluctance to change will be an obstacle to overcome in order to achievement collaboration between the sectors.

Open comments offered most frequently from all respondents relate to the level of transfers currently taking place between public and independent institutions, the need for selectivity among institutions entering agreements, benefits accruing to students from public/independent agreements, and positive reactions to the prospect of public/independent collaboration on acceptance of academic credits. In the public sector, eight (27%) of the respondents reported that the level of transfers between public and independent institutions is insufficient to justify development of comprehensive articulation agreements. Three (14%) of the public sector respondents further indicated in their closing comments that agreement should be developed between regionally accredited institutions only, although as reported above, accreditation of institutions did not surface among public respondents as an obstacle to achieving public/independent compacts.

From both sectors, benefits to developing comprehensive public/independent agreements were identified. The benefits to students reported by eight (27%)

of all respondents include greater options, savings in costs and duplication of courses, and ability to transfer with greater ease. At least eleven (37%) of the thirty respondents, four (19%) of the twenty one respondents in the public sector and seven (78%) of the nine respondents in the independent sector, in their closing comments, reported definite interest and positive feelings about the state's considering the feasibility of intra-sector compacts.

APPENDIX F

REVIEW OF RELATED RESEARCH

Between 1984 and 1986 the Florida Institute of Education produced three reports which address cooperative agreements between public institutions in Florida. Models cited in the reports are examples of cooperative agreements between public K-12 schools and community colleges (Phase I), additional agreements between community colleges and local school boards (Phase II), and between universities, community colleges, and school districts (Phase III). The reports cite many practical examples of cost savings and operational efficiency achieved via partnerships between Florida's public educational institutions. Examples of cooperative arrangements cited include joint-use facilities; shared faculty, equipment, student educational/social/cultural services and activities, professional training activities; and dual enrollment programs.

Although no specific model describing articulation between public and independent institutions was identified in the reports, a few exemplary public sector agreements were described which warrant consideration. In the second report published by the Institute on articulation agreements, two were cited among those identified as exemplary, and which were designed to facilitate the transfer of postsecondary academic credits between public institutions:

- (1) Valencia Community College and Mid-Florida Technical Institute -- Statement of Agreement:

Valencia extends full institutional college credit for Mid-Florida Technical transfer students in drafting to receive up to 16 semester hours of college credits.

- (2) Respiratory Therapy Cooperative Agreement Between Manatee Junior College/Sarasota School District:

First year respiratory therapy technician students at Sarasota Vocational Technical Center receive full credit for their first year toward a two-year Associate Degree in respiratory therapy at Manatee Junior College.

Findings from the reports which may have significant bearing on public/independent articulation indicate that considerable collaboration, both formal and informal, currently exist between public secondary and postsecondary institutions. Although both formal and informal agreements are lauded in the literature, the advantages cited for formalized agreements include:

- (1) access to State funding
- (2) delineation of responsibility among the entities
- (3) clarification of decision-making authority
- (4) enhanced continuity of a successful program

Throughout the literature are examples of guidelines related to success with cooperative agreements. Although the agreements referenced do not specifically address public/independent compacts, the guidelines presented

provide valuable insight for intra-sector postsecondary collaboration. Authors of the Institute's reports, while discussing guidelines necessary for success with school/college agreements, cite Boyer (1983) who provides conditions to which both parties must adhere. The conditions which may also apply for development of public/independent agreements, are as follows:

1. agree that there is a common interest;
2. do something to eliminate the traditional academic pecking order particularly the higher education "plantation" mentality of setting the rules and expecting schools to follow;
3. sharply focus projects which are to be part of the agreement;
4. establish a recognition system for those who are going to participate;
5. make certain that the cooperative activity focuses on action rather than machinery.

In the second articulation report produced by the Florida Institute of Education, guidelines relevant to the Florida educational environment were cited to assist in improving school-college linkages. Applicable also to intra-sector postsecondary cooperation, the guidelines listed are as follows:

1. establish a joint committee involving the State Board of Education, higher educational representatives, and others involved with educational policy;
2. identify problem areas; define or redefine academic expectations;
3. have a strong commitment from the chief state school officer and the chief higher education officer;
4. involve persons who ultimately must implement plans;
5. get people from secondary and higher education on commissions and task forces to diffuse turf problems;
6. include representation from outside of education;
7. involve different constituencies of educators, parents, businessmen in discussion of issues;
8. strike a balance between what is ideal and what is feasible;
9. have chairmen of committees focus sharply on the process required to complete goals;
10. give committees definite goals and a timetable;
11. provide adequate staff support;
12. positive relationships must be developed with the media;
13. a united front between secondary and higher education should be set forth when recommended changes are made;
14. allow a reasonable phase-in period;
15. give teachers and faculty practical benefits as an incentive for their work.

The College Board published a pamphlet in 1984 entitled The Educational Equality Project Models Program for School-College Collaboration which encompasses relevant guidelines enumerated by others in projects related to interinstitutional cooperation. The following summary provided in the report deserves consideration in the development of public/independent agreements:

Wilbur (1981) indicated that strong leaders in institutions must be involved with cooperative projects and there must be a commitment

from the state department where interinstitutional cooperation is concerned. Dillenback (1980) reinforced the need for equal partners in articulation processes regardless of size or level of education and the need for orientation sessions for administrators. Lepchenske (1976) suggested that clear purpose, identification, careful supportive planning, and realistic operations are critical to the success of cooperative ventures. Woelfer (1980) proposed in dealing with vocational education that cooperation will require joint policies and procedures from the highest levels of education, coordinating the program, standardization of subject matter, standardized performance objectives, and establishment of joint committees to serve in a dual occupational advisory and program development role.

Citing Perry and Wentz (1981), Wilbur (1984), and Shive (1984), the task force which prepared the Phase III report on articulation in Florida summarized research findings of further relevance to the development of successful articulation agreements. The guidelines summarized and presented in the document as necessary for successful cooperation will be helpful in the state's consideration of public/private postsecondary collaboration. The guidelines are as follows:

1. volunteerism;
2. responsiveness;
3. bilateral decision-making;
4. commitment;
5. a sense of organizational evolution;
6. a cooperative spirit;
7. an atmosphere of openness and respect;
8. a common understanding that each partner has knowledge to share as well as to gain;
9. new organizational structures; establishment of an office in charge of coordination;
10. workload spread over the program;
11. small-scale beginning; building on success;
12. recognition of common needs;
13. focus on specific areas;
14. recognition and rewards for all participants;
15. building a sense of ownership;
16. top administrators' support;
17. expectation and tolerance of problems;
18. focus on action, not machinery;
19. definition and periodical revision of specific goals;
20. ample planning prior to implementation.

Authors of the Phase III report on cooperative agreements between public educational institutions in Florida cite specific recommendations relevant to the role of state agencies in facilitating and accelerating institutional collaboration. Wilbur (1981) urges "state departments of education to (1) sponsor seminars and institutes to bring representatives from schools, colleges and the state department of education together to discuss the state's problems and articulation needs; (2) provide seed money and assistance to local institutions to implement cooperative practices; and (3) promote closer

working relationships between the state boards of higher and secondary education within the state department of education itself."

In the public/independent postsecondary education articulation study, one of the items on which the staff of the Postsecondary Education Planning Commission queried registrars concerned obstacles which might prevent the development of articulation agreements between public and independent institutions. The responses provided by the registrars in selected Florida postsecondary institutions parallel those identified in the Phase III report produced by the Institute of Education. Based upon its literature search, the Institute summarized 'barriers to institutional coordination' as:

1. federal and state legal requirements concerning resource exchange and public bidding for purchases;
2. limited financial private and public support;
3. parochial institutional biases;
4. individual biases;
5. preoccupation with own immediate agenda; lack of time;
6. little incentives to cooperate;
7. institutional differences with regard to perspectives, organization, administration, objectives and missions, reward systems, budgets, funding arrangements, decision-making structure and bureaucracy, models of operation and outcomes;
8. university's troubled self-image.

Particularly important to the discuss of cooperation between two sectors of postsecondary education which are relatively dissimilar in missions, the Phase III Articulation Report provides suggestions for eliminating barriers to institutional cooperation. In the Phase III report, the Institute's authors highlight Bateman's (1983) contention that it "is important for institutions to recognize and understand the different roles that each has to play, and to accept the fact that their roles have to be different." Bateman's further comment is significant as well where he urges that "leaders begin meeting regularly and move quickly to organizing regional meetings between other educational professionals."

As a final comment, at least one of the recommendations from a previous articulation study warrants some consideration in the current study regarding the development of public/independent agreements. The Oversight Subcommittee on Higher Education recommended in its 1985 report that "State-level policymakers should establish policy in the broadest terms practical and express the outcomes they intend clearly within such policy. Implementation decisions relating to proposed policy should be delegated to the affected institutions." This recommendation was supported by respondents in the current study who generally prefer to see the state develop a broad statement with guidelines for articulation between public and independent institutions and further allow consenting institutions to develop local agreements.



**State of Florida
Department of Education
Tallahassee, Florida**

Betty Castor, Commissioner

Affirmative action/equal opportunity employer

ERIC Clearinghouse for
Junior Colleges

MAY 15 1987